

Examples of Possible Accommodations Based on Student Characteristics

Revised July 2007

Student Characteristic: Blind, Low Vision, Partial Sight			
Examples of Specific Characteristics Related to Disability	Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
<ul style="list-style-type: none"> ▪ Difficulty grasping abstract ideas and concepts that depend on visual stimuli ▪ Relies heavily on auditory channel ▪ Sensitive to lighting in the classroom ▪ Needs to have class work (books and papers) closer to his/her eyes ▪ Unable to read a regular printed page ▪ Difficulty seeing lines on a paper when writing ▪ Cannot copy notes and assignments from the board ▪ May be slower than other students when completing written assignments ▪ Figure-ground deficit - difficulty isolating a single word or words on a page ▪ Visual agnosia: inability to recognize and name objects even with adequate sensory input (must convert visual analysis into verbal analysis) ▪ Often needs to use assistive technology ▪ May appear "tuned-out" to class activities or quiet in large group settings ▪ Other (specify) 	Presentation	<ul style="list-style-type: none"> ▪ Large print ▪ Magnification devices ▪ Braille ▪ Nemeth Braille code ▪ Tactile graphics ▪ Read aloud ▪ Audiotape or compact disk (CD) ▪ Screen reader ▪ Large print of Braille notes, outlines, and instructions ▪ Descriptive video ▪ Talking materials 	<ul style="list-style-type: none"> ▪ Large print ▪ Magnification devices ▪ Braille ▪ Nemeth Braille code ▪ Tactile graphics ▪ Read aloud* ▪ Screen reader*
	Response	<ul style="list-style-type: none"> ▪ Express response to a scribe through speech ▪ Type on or speak to word processor ▪ Type on Braille ▪ Speak into tape recorder ▪ Use calculation devices (e.g., talking calculator with enlarged keys, abacus) ▪ Use personal note taker 	<ul style="list-style-type: none"> ▪ Express response to a scribe through speech* ▪ Type on or speak to word processor with grammar and spell check disabled* ▪ Type on Braille ▪ Use calculation devices (e.g., talking calculator with enlarged keys, abacus) if Texas Instruments 86 or below*
	Setting	<ul style="list-style-type: none"> ▪ Change location so student does not distract others ▪ Change location to increase physical access ▪ Change location to access special equipment 	<ul style="list-style-type: none"> ▪ Reduce distractions to others (change location so student does not distract others) ▪ Physical access – ADA (change location to access special equipment*)
	Timing and Scheduling	<ul style="list-style-type: none"> ▪ Extended time 	<ul style="list-style-type: none"> ▪ Extended time - except on some subtests of the Iowa Tests*

* See the Assessment Participation and Accommodation Policy for exceptions

Student Characteristic: Communication Disorder

Examples of Specific Characteristics Related to Disability	Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
<ul style="list-style-type: none"> May have difficulty with both expression of ideas and reception of language (remembering oral directions given, receiving instructional information and understanding what is said orally) 	Presentation	<ul style="list-style-type: none"> Screen reader Picture boards Present tasks in smaller chunks 	<ul style="list-style-type: none"> Screen reader or speech to text except on language arts tests*
	Timing and Scheduling	<ul style="list-style-type: none"> Extended time Frequent breaks 	<ul style="list-style-type: none"> Extended time Multiple breaks

Student Characteristic: Writing Disability, Difficulty with Spelling

Examples of Specific Characteristics Related to Disability	Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
<ul style="list-style-type: none"> Reading difficulties Difficulty understanding/processing or using written language Poor organizational skills Awkward use of a pencil or other writing instruments Limited vocabulary that may hinder voice or tone of written work May have strong vocabulary and other language skills May read at grade level but have very poor spelling skills (knows a lot of words and what to say; can't spell so that it can be read by others) Writes only a few sentences in response to a prompt (assignment) The same vocabulary words are repeated throughout a piece of writing Other (specify) 	Response	<ul style="list-style-type: none"> Express research to a scribe through speech Type on or speak to a word processor Speak into tape recorder Use spelling and grammar assistive devices (e.g., electronic spelling device, spell check on computer) Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> Express response to a scribe through speech* Type on or speak to word processor with grammar and spell check disabled*
	Setting	<ul style="list-style-type: none"> Change location to reduce distractions to other students when using scribe or tape recorder 	<ul style="list-style-type: none"> Reduce distractions to others (change location to reduce distractions to other students when using scribe)
	Timing and Scheduling	<ul style="list-style-type: none"> Extended time for scribing 	<ul style="list-style-type: none"> Extended time

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Student Characteristic: Deaf, Hard of Hearing			
Examples of Specific Characteristics Related to Disability	Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
<ul style="list-style-type: none"> ▪ Difficulty with communication skills, demonstrating delayed or absent language and speech skills ▪ Difficulty in social interactions, which are so frequently based on communication ▪ Has difficulty following oral directions ▪ May seem to "tune out" during conversations; may appear quiet or withdrawn in large group social setting; appears inattentive in class (often labeled disobedient) ▪ Tends to be highly visual ▪ Often needs assistive technology, most commonly hearing aids ▪ May use little or no speech; may use an unusually loud or unusually quiet volume when speaking ▪ Misses much of what is spoken in class and may be unable to participate in class discussions ▪ If language development is lacking, may have difficulty understanding abstract ideas and concepts ▪ May have minimally expressive vocabulary and inadequate language structure; may have vocabulary significantly below age level and cognitive level ▪ May be able to understand conversational speech within a distance of 3-5 feet (usually hears vowels, but some consonants may be distorted or not heard at all) ▪ Must be able to see teacher at all times for optimal understanding (no direct light on student's face) ▪ Other sound sources may distract student (air vents, etc.) ▪ Needs a solid foundation in either sign language or in English to comprehend and manipulate metacognitive processes ▪ Other (specify) 	Presentation	<ul style="list-style-type: none"> ▪ Sign language ▪ Audio amplification devices ▪ Screen reader ▪ Visual cues ▪ Written notes, outlines, and instructions ▪ Videotape and descriptive video ▪ Provide advanced organizers and outlines or lectures for student to follow ▪ Use gestures (e.g., point to materials) ▪ Repeat questions and responses from classmates ▪ Allow student to copy notes from classmate ▪ Use captioned versions of instructional films and include script when possible ▪ Give interpreter instructional materials in advance ▪ Learn manual signs and teach them to hearing classmates ▪ Allow student to use telecommunication device 	<ul style="list-style-type: none"> ▪ Sign language except on some language arts tests* ▪ Audio amplification devices ▪ Screen reader or speech to text except on language arts tests*
	Response	<ul style="list-style-type: none"> ▪ Express response to scribe or interpreter ▪ Type on or speak to word processor ▪ Use spelling and grammar assistive devices ▪ Use visual organizers ▪ Use graphic organizers 	<ul style="list-style-type: none"> ▪ Express response to scribe or interpreter* ▪ Type on or speak to word processor with grammar and spelling disabled* ▪ Use visual organizers ▪ Use student-generated graphic organizers*
	Setting	<ul style="list-style-type: none"> ▪ Change location to reduce distractions ▪ Change location so student does not distract others ▪ Change location to increase physical access (e.g., minimize background noise, face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish) 	<ul style="list-style-type: none"> ▪ Change location to reduce distractions* ▪ Change location so student does not distract others* ▪ Change location to increase physical access (e.g., minimize background noise, face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish)*
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Student Characteristic: Reading Disability, Difficulty Decoding			
Examples of Specific Characteristics Related to Disability	Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
<ul style="list-style-type: none"> ▪ Reading slow and labored; sustained reading difficult for student ▪ Limited phonological awareness (sound within words, combining sounds; may limit fluency) ▪ Difficulty understanding/processing or using spoken language ▪ Difficulty in reasoning (drawing a conclusion, etc.) ▪ Difficulty in representing phonemes in working memory, so can understand sentence structure but unable to maintain idea in working memory long enough to comprehend meaning ▪ Difficulty in listening (mode) and remembering information ▪ Limited rapid sight vocabulary ▪ More abstract concepts (nuances of language) are difficult (metaphors, humor, etc.) ▪ Has trouble following directions ▪ May remember details of a story but misses the main idea ▪ Difficulty remembering what he/she sees or hears ▪ May lack metacognitive skills to monitor own learning ▪ Other (specify) 	Presentation	<ul style="list-style-type: none"> ▪ Read aloud ▪ Audiotape or CD ▪ Screen reader ▪ Videotape 	<ul style="list-style-type: none"> ▪ Read aloud except on some language arts tests* ▪ Screen reader or speech to text except on language arts tests*
	Setting	<ul style="list-style-type: none"> ▪ Change location so student does not distract others ▪ Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> ▪ Change location so student does not distract others*

Student Characteristic: Mathematics Disability			
Examples of Specific Characteristics Related to Disability	Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
<ul style="list-style-type: none"> ▪ Difficulty with spatial organization ▪ Lack of attention to visual detail ▪ Does not shift mind set from one problem type to another ▪ Difficulty forming numbers correctly ▪ Difficulty with memory ▪ Difficulty with mathematical judgment and reasoning ▪ Difficulty with mathematical language ▪ Other (specify) 	Response	Use: <ul style="list-style-type: none"> ▪ Calculation devices ▪ Visual organizers ▪ Graphic organizers ▪ Math tables and formula sheets 	Use: <ul style="list-style-type: none"> ▪ Calculation devices (Texas Instrument 86 or lower)* ▪ Visual organizers ▪ Student-generated graphic organizers*
	Timing and Scheduling	<ul style="list-style-type: none"> ▪ Extended time 	<ul style="list-style-type: none"> ▪ Extended time

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Student Characteristic: Easily Distracted, Short Attention Span			
Examples of Specific Characteristics Related to Disability	Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
<ul style="list-style-type: none"> Does not pay close attention to detail (directions, steps in solving a problem) Makes careless errors in schoolwork Often has incomplete work (not due to behavior or understanding or directions) Has difficulty organizing tasks External stimuli may distract student from work May be reluctant to engage in activities that require sustained mental effort Difficulty sustaining attention in tasks or play activities May not seem to listen when spoken to directly May lose things necessary for tasks Other (specify) 	Presentation	<ul style="list-style-type: none"> Use books on tape or recorded books to help focus on text Give short and simple directions with examples 	
	Response	<ul style="list-style-type: none"> Write in text booklet instead of on answer sheet Monitor placement of student responses on answer sheet Use materials or devices used to solve or organize responses Use visual organizers Use graphic organizers Highlight key words in directions Have student repeat and explain directions to check for understanding Use template Use graph paper to keep number in proper columns 	<ul style="list-style-type: none"> Write in test booklet instead of on answer sheet Use materials or devices used to solve or organize responses Use visual organizers Use student-generated graphic organizers* Highlight key words in directions Have student repeat and explain directions to check for understanding Use template Use graph paper to keep numbers in proper columns
	Setting	<ul style="list-style-type: none"> Have student sit in front of room Change location to reduce distractions 	<ul style="list-style-type: none"> Have student sit in front of room Change location to reduce distractions*
	Timing and Scheduling	<ul style="list-style-type: none"> Use short segment test booklets (when available) Allow for multiple or frequent breaks Schedule in class tests in the morning Cue student to begin working and stay on task Change testing schedule or order of subtests Limit reading periods Schedule activities requiring more seat time in the morning and more hands-on and physical activities in the afternoon Divide long-term assignments 	<ul style="list-style-type: none"> Use short segment test booklets (when available) Allow for multiple or frequent breaks* Schedule tests in the morning* Cue student to begin working and stay on task Change testing schedule or order of subtests*

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Student Characteristic: Weak Manual Dexterity, Difficulty with Pencil, Difficulty Typing on Standard Keyboard			
Examples of Specific Characteristics Related to Disability	Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
<ul style="list-style-type: none"> Inability to hold writing instrument or use a keyboard Poor fine motor control Other (specify) 	Response	<ul style="list-style-type: none"> Express response to a scribe through speech, pointing or by using an assistive communication device Type on or speak to word processor Speak into tape recorder Use thick pencil or pencil grip Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> Express response to a scribe through speech, by pointing, or by using an assistive communication device* Type on or speak to word processor with grammar and spell check disabled* Use thick pencil or pencil grip
	Timing and Scheduling	<ul style="list-style-type: none"> Extended time 	<ul style="list-style-type: none"> Extended time

Student Characteristic: Physical Disability			
Examples of Specific Characteristics Related to Disability	Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
<ul style="list-style-type: none"> Has impaired gross motor movement; may have difficulty of movement in classroom Has fine motor difficulties; may find written activities difficult; inability to hold writing instrument or use keyboard Disruptive automatic behaviors (tics, vocalizations, etc.) Has difficulty with bowel and bladder control Has feeding and respiratory difficulties Experiences extreme fatigue Has seizures Has other related impairments (speech/language, cognitive, health, vision, hearing, communication difficulties) Other (specify) 	Response	<ul style="list-style-type: none"> Express response to a scribe through speech, pointing, or by using an assistive communication device Type on or speak to word processor Speak into tape recorder Write in text booklet Use augmentative devices for single or multiple messages (e.g., BIG Mack, Jelly Bean switch, or Dynovox) Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> Express response to a scribe through speech, by pointing, or by using an assistive communication device* Type on or speak to word processor with grammar & spell check disabled* Write in test booklet instead of on answer sheet Use augmentative devices for single or multiple messages (e.g., BIG Mack, Jelly Bean switch, or Dynovox)
	Setting	<ul style="list-style-type: none"> Change location to increase physical access Change location to access special equipment 	<ul style="list-style-type: none"> Change location to increase physical access* Change location to access special equipment*
	Timing and Scheduling	<ul style="list-style-type: none"> Extended time Multiple or frequent breaks 	<ul style="list-style-type: none"> Extended time, except on some subtests of the Iowa Tests* Multiple or frequent breaks*

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